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ABSTRACT

Opening with a message from president Thomas B. Keehn, the publication presents the reports of four regional representatives for Asia, Africa, Latin America, and North America focusing on the following organizational goals: (1) developing and expanding the World Education program of integrating family life planning with functional literacy education, (2) encouraging innovation in adult education, (3) broadening the base of funding, and (4) strengthening the organization's place in the international community. The report also includes excerpts from an evaluation report on the organization's program and philosophy, a report on publications, an auditor's report, and a list of coordinating agencies. (MDW)

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President's Message

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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As this Annual Report goes to press, representatives from 130 member countries of the United Nations are convening in Rome for the World Food Conference; last August, 135 nations were represented at the World Population Conference. World Education sent observers to both of these important meetings which have helped to focus the attention of the entire global community on two interlocking and urgent worldwide crises.

We are witnessing a remarkable international convergence in the approach to development. Increasingly it is becoming clear that our fragile and finite world will hold together only if we can achieve an equitable balance between resource utilization, on the one hand, and population pressures and food requirements on the other. To help meet these universal and pressing needs, a number of educational agencies are moving toward a common understanding and course of action.

We are agreed that the focus and thrust of our activities must be *education for development*. No other concept is vital enough or effective enough to achieve the improvement in quality of life that is the rightful expectation of people everywhere.

What is World Education's special role in this critical process? We have already assisted a number of agencies whose programs, we believe, are now demonstrating that integrated basic education for adults can be an effective tool for development. The progress and problems of these programs are detailed in the report that follows.

In the years immediately ahead, World Education will focus on a careful assessment of the impact of these programs on the lives of the learners who are taking part in them. I believe that in sharing these experiences and findings with others World Education will make an important contribution to the knowledge base of this crucial and growing international field. I believe, further, that in linking our efforts with others we can chart a course toward more effective action.□

Thomas B. Keehn

World Education, working in what it calls 'education for development,' may have found the key to the educational door leading to permanent changes in traditional peoples' ways of looking at themselves, at new ideas, and at society at large. The form—finding out what the local people want and then helping them learn how they can cope—borrows from the successes and failures of some other educational and developmental approaches, and combines literacy with education.

The approach of teaching people how to read and write using materials that speak to issues they themselves have identified as important to them and the community has, at the very least, proven successful in a number of places, most notably Thailand, judging by the program's drastically reduced attrition rates.

The reason behind these lower rates, however, is of perhaps even greater interest and importance. While evaluation is by no means complete, the evidence appears to suggest that there is something in the very process of learning a cluster of things that are of critical significance to individuals—whether ways to keep children healthy, improve crop production, build a roof, or have fewer babies—that not only causes literacy to 'take,' but at the same time, causes the materials used to teach literacy to 'take.' In other words, both literacy and the literacy materials are at different times not only mechanism but substance; it is their interaction that leads to a new kind of functional literacy which can be called functional education.

Time will tell whether this education is the rare kind that can alter traditional adult ways of looking at themselves and each other. If this—or a substitute procedure—fails, we may have to wait at least a generation for fundamental 'institutionalized' change in predominantly rural societies. But this is certainly a lead worth following, and by a much wider community than those whose concerns are most immediately with literacy education, or even family planning or 'family life planning.' Evaluating and improving the World Education approach could very well lead to a better understanding of how to awaken traditional people to their own understanding of themselves, their potentials, and the potentials of the world outside."

-C. Stephen Baldwin
The Population Council

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In the spring of 1973, a thorough review of the goals of our organization resulted in a report called WE PLAN FOR THE FUTURE. The Board of Trustees studied this report and approved it at the annual meeting in May of that year. This Annual Report is a review of the extent to which we have been successful in acting upon the four resolutions passed at that meeting:

- to develop and expand our program
- to encourage innovation in adult education
- to broaden our base of funding
- to strengthen our place in the international community.

Within the framework of those four goals, we have drawn upon both subjective and objective sources for this report. In their own words, our four regional representatives assess tasks already undertaken and present their personal views of the directions we are taking.

An extensive evaluation of every aspect of our program and philosophy, conducted by a team of four outside experts, resulted in an Evaluation Report which affords an unbiased view of our activities. Wherever possible, we quote from that report or from other outside sources.

What follows is the Evaluation Team's definition of our educational approach.

One characteristic that defines and delimits World Education's activities in population family planning is its use of educational concepts and methods. These may be differentiated from those concepts and methods that emphasize, for example, clinical, legal, coercive, instructive, or the one-way information approaches designed to encourage and assist the adoption of family planning practices.

World Education's concepts and strategies are based on the knowledge that there are large numbers of people—perhaps the majority of adults in developing countries—who, for a variety of cultural, political, economic, and other reasons, cannot or will not respond either positively or permanently to anything but an educational approach to population family planning efforts. Thus, education is required in addition to the variety of other approaches. In fact, it has been the experience of World Education in several countries that, at a certain point in time, the educational approach is the only approach permitted by political, religious, geographic, or cultural situations. In such cases, education, both at the central policy-making level as well as in direct contact with adult learners, can become the forerunner of more direct clinical, legal, or other approaches. In any case, World Education does not consider its educational activities as ends in themselves but rather as means of preparing adult learners with the kinds of mental skills, knowledge, attitudes, motives, and socio-economic conditions that will enable them to decide to make the kinds of behavioral changes appropriate for individual, family and community needs.

During the past several years' experience in integrating family life planning with functional literacy programs, World Education has become aware of two important ideas which have strongly influenced their current instructional methodology:

—Literacy is more than the simple ability to decipher and use written or numerical symbols; it is the uniquely human ability to perform abstract thinking and thus to solve problems over time and space;

—In order to perform the abstract thinking necessary to successful problem-solving in population and family planning, the learner must have the ability to understand and use symbols.

These two ideas have led World Education to expand the concept of functional literacy to include any kinds of symbols (such as pictures, physiological models, calendars, loops, condoms, pills, and written descriptions of their functions and use) useful to abstract thinking and problem-solving. Thus, World Education is using the term 'functional education' to describe the broader thrust. Second, World Education is increasingly turning toward the use of pictures, puppets, problem-dramas, discussion techniques, and other oral and visual symbols, in addition to words and numbers, as they are used in problem-solving.

To Develop and Expand our Program

Asia

-Victoria Marsick

When I first came to work for World Education in Southeast Asia, our name meant little to most people. I did not plan to stay when I settled in Thailand in mid-1972, but the few months grew into years as we realized the need for someone on the scene to bridge the gaps in communication across the seas and to provide continuity in bringing short-term consultants to a country for specific needs. My role expanded during this period so that now, as I leave Asia, we have a regional representative in Malaysia with overall responsibility for policy and programs.

World Education means something to many people. To me, it means new directions in relationships with partner agencies; a move toward strengthening institutions and pooling resources; transition—in projects as well as in the new policy of decentralization; careful selection of projects and partners; and an evolving image of World Education as a personal and human organization.

First, what are our relationships with old friends? Most of our projects were begun on a pilot basis, with the understanding that after three or four years we would no longer support the specific activity, although we might well turn to other related projects with the same partner. Friendships have a way of staying alive when they are mutually satisfying. We have found our friendships with partners in Thailand, the Philippines, Indonesia, Malaysia, and India enduring and taking new shapes.

Ed Clark has been our project advisor on the Thailand scene since 1972 and has worked with the program as it expanded, was adopted to other regions, and then began to influence other continuing education programs using the same approach. Program planners in Thailand have taken the lead in recognizing the need for sounder, more practical program analysis and evaluation: their interest led to an international consultation on evaluation of the Thailand and similar programs in June 1974.

Perhaps most important in Thailand and also in the Philippines is the move toward institution building, providing a reservoir of human resources to continue the kind of experience we have encouraged—in training, development of materials, program analysis, and evaluation. We started exploring this direction as early as 1972. Instead of working with a university or similar institution, Thailand tried to internalize these program resources within the Ministry of Education's Committee on Adult Education. While this had certain advantages, Thailand now plans to develop the pooling of such resources outside the ministry and within several universities.

The growth of the Philippines programs has been somewhat parallel to Thailand's in historical development, approach, institution building, and recognition of the need for improved program analysis and evaluation. We have been working with the Philippines Rural Reconstruction Movement (PRRM), the Family Planning Organization of the Philippines (FPOP), and the Department of Education and Culture (DEC).

This year our project with PRRM, which began in 1970, came to an end. Project personnel have developed the process of designing training materials, the capability of training teachers, administrators, and community support persons, and a unique community structure so that the pilot Nueva Ecija program can carry on without our help. Furthermore, several organizations have gained something from the PRRM experience: at Dansalan College in Mindanao they are adapting our materials for the predominantly Muslim Maranaw population.

While our direct project relationship with PRRM ends, we will continue to cooperate through a new project. Through FPOP we have been in touch with a variety of family life planning agencies that want to pool resources to attain common goals. In two workshops, participants agreed on the need

Victoria Marsick has represented World Education in Asia for three years. She worked chiefly in Thailand for the first year, and, during the remainder of the time, covered Malaysia, Indonesia, and the Philippines more fully. Her main interests when she came to us were administration, training, and the interface between education and family planning. She has written papers on the relationship of literacy to the acceptance of family planning and on communication with illiterates in family planning. She lived in India for two and a half years before joining World Education, working with family planning training programs. She is leaving us to continue her doctoral studies in adult education and public health and will be succeeded by Lou Setti, a specialist in comparative education, who will be based in Kuala Lumpur, Malaysia. A former Peace Corps volunteer in northern Thailand, Mr. Setti is a Ph.D. candidate in comparative and international education at Columbia University.

The outstanding efforts World Education has made to promote interagency linkages have been highly successful both at the international level and at the country level where they have been instrumental in bringing about cooperation among adult education, family planning and other organizations.

—Evaluation Report

for coordinating and strengthening institutions, for placing family planning in the context of family life education, for reaching out-of-school youth as a prime target group, for training trainers in this task. In response to these needs, we worked with FPOP and the Philippine Women's University to plan a Center for Nonformal Approaches to Family Life Education. One of its chief tasks will be program analysis and evaluation: a PRRM project will be used as a case study and World Education will work with both PRRM and PWU in evolving a model process for analysis and evaluation that can later be adapted by other agencies.

Another project that terminated this year in the Philippines was our assistance to the Department of Education and Culture in developing a teacher's sourcebook for population education integrated into adult education classes. This too may take new directions, since the DEC's Population Education Project has now been asked by various agencies to consider seriously ways of reaching out-of-school young people as well as those in school now served by the program.

In Indonesia, one project terminated and another began, both with the Directorate of Community Education in the Ministry of Education. The Communications Service Center for Family Life Planning, initiated in 1971, has been formally absorbed into the Directorate as of the beginning of the year. And groundwork has been laid for a community outreach program through five pilot Learning Centers. If funding is provided, these Learning Centers will build on organizational frameworks to plan for further expansion, introduce more learner-centered approaches, develop five packages for family life education that can be adapted by other communities, and work on improved systems of feedback, program analysis, and evaluation.

Our Federal Land Development Authority (FELDA) project in Malaysia on improving the quality of family life in resettlement schemes was in the discussion stage for over a year and a half, but this year moved ahead rapidly to develop curriculum and training materials to train settlers to lead their discussion groups and to set up administrative machinery.

In Malaysia this year, Dr. Leonard Nadler provided technical services to the National Family Planning Board and the Ministry of Rural Economic Development (MRED). Other developments include workshops in adult education and evaluation with the MRED and continued relationships with the Malaysia Trade Union Congress.

My own ties to India go back for several years. It is heartening to see Literacy House develop. We continue our financial assistance to specific projects, both ongoing and new. Literacy House combines the teaching of literacy skills with new farming methods. Village women's classes include family planning, child care, and health. These programs provide a testing ground for new teaching methods and materials.

We are lending support to the program in family life and leadership training for women, the program in testing materials developed for the family life education kit, and the promotion of gardening through youth clubs.

The development of leadership among women is accomplished through teaching improved practices in household management, nutrition, child care, and family life planning. The learning materials, small booklets on family life and population education, are tested in two situations—literacy classes and nonformal groups of both literate and illiterate persons. The promotion of gardening through youth clubs enables the Farmers' Institute to establish more lively contacts with nearby young farmers and to encourage them to adopt improved methods of farming and gardening. The World Gardening Association has helped support this service.

Our assistance to Bharatiya Grameen Mahila Sangh, in Indore, helped them develop family life planning teaching materials for rural women.

In May, Program Officer David Berquist's trip to Bangladesh resulted in a new project and the beginning of what we hope will be a long and mutually rewarding association. He helped draw up plans for a joint 21-month pilot functional education project with the Bangladesh Rural Advancement Committee. BRAC's unique integrated community development program, which provides essential health and agricultural extension services, operates on a philosophy we share—that the key to the success of any development activity is the self-awareness and involvement of its participants.

Thus, the new year will be a year of transition: for many of our project partners who are turning to new experiments; for World Education which is increasingly aware of its own identity; and for our relationships within the Asian region, as our partners respond to the presence of a new regional representative and a new policy of increased decentralization of field responsibility.

To most Americans, relationships have a beginning and an end. To Asians, there is no end, only fresh beginnings from which emerge new facts, new variations, new ripples from the pebble in the pond, if you will. This is a major lesson I learned in the evolution of World Education's policy in Southeast Asia. Formerly, World Education had no past. But now, every step we take creates both a past and a future that we cannot ignore. We have assumed the burden of continuity. People now know that World Education exists and have certain expectations of us.

What is our image in Asia? It would be interesting to ask this of our partners, and we would probably find it different from our own perception. I would guess that we give the impression of a personal institution, one that provides individual attention and care, as well as one that admits to human faults. We can be considered partners more easily than large institutions can, and as a result we are more approachable. Our coworkers find it easier to discuss problems with us, to brainstorm, and to try out even the wildest of ideas, to laugh and joke, and—what I consider to be the highest compliment—to get angry and express disagreement instead of holding back for fear of having funds withdrawn. As we have evolved as a recognizable entity, and as we have made mistakes, I have found our coworkers initially surprised at our fallibility but ultimately accepting. We have weaknesses as well as strengths and do not pretend to be superhuman.

It will be difficult to maintain this image if we grow too large, and yet it is difficult not to grow larger, with new groups and countries constantly asking for assistance. Although we suffer from some lack of prestige in terms of funding, the very restrictions on our funding have a silver lining: partners must be willing to supplement progress with other funds, and we are unlikely to waste large amounts of money.

The funding for our projects, though growing, is still small for a development budget. But for us this growth means new systems of red tape, new people, new possibilities, new pitfalls. We will have to work harder to remain personal and individual. As we expand, we will have to place our new self into the framework of other aid-giving institutions, retaining the role of a catalyst, of a bridge between the idea and the large-scale operation. We will have to build better systems of seeking quality experiences we can mutually benefit from, and of culling the best from each experience and feeding it back into the country and the region.

If I had to point to one achievement as our most important, I would say it is the people we have helped to grow. We must continue to choose our partners carefully, define our goals in terms of each country's development, and constantly examine where we are and why we are there. Perhaps we are seeking some kind of stability for World Education. But I feel that stability will come only through balance in a constant state of flux, so that we remain ever alert to change and never take either ourselves or our partners for granted.□

The staff and consultants of World Education enjoy an extremely high degree of acceptance by host agency and other project-related staff. This is attributed to World Education's methods of operation in host countries; its flexibility; its respect for local needs, conditions, and problems; the high level of competency of its technical personnel; and its flexibility in using financial aid. World Education is often contrasted with other agencies which impose their ideas, provide little useful technical assistance, have little sympathy for or understanding of local needs, and which are inflexible in apportioning assistance.

—Evaluation Report

Africa

-Jill Shetfield

The Africa program and I seem to be growing, changing, moving together. I am increasingly aware of the parallelism between my perceptions of education, development, and family planning in Africa and the directions we as an organization are heading on that continent.

These directions take the form of four general imperatives: finding more effective ways of communicating with adults; talking more freely and specifically about family planning; cooperating more frequently with women's organizations; and understanding more clearly our separate and quite different profiles in each of the countries.

As educators, one of our primary concerns is the continuous improvement, refinement, and expansion of our approaches to materials and methods. In Africa, because literacy rates are generally low and opportunities for literacy gains negligible, visual perceptions of two-dimensional printed materials on the part of adult learners are limited. We are learning that in Ethiopia, for example, whereas we had thought that the use of photographs was essential, even in the pictures where the subject is emphasized by removing the background, learners' perceptions—at least initially—are often incorrect (e.g., "How can a person be only six inches tall?").

We need to do more work to find other ways, other visuals perhaps, but certainly other audio techniques, to communicate with illiterates. In traditional African cultures, information is transmitted orally. Information is not necessarily education, but certainly education doesn't need to be limited to visual materials. We must search out and broaden uses of oral tradition for educational purposes. Our project director in Ethiopia finds that our materials need to move toward practical applications of concepts. One example that grew out of our project is work on the development of cooperatives—raising poultry, grinding spices to be sent to Addis. She is also eager to develop supplementary materials to alleviate set patterns and to make learning an engaging experience. One plan is to tape problem dramas, some resolved, some open-ended, some resolved "incorrectly."

Before becoming program officer for Africa at World Education, Jill Shetfield, who has a master's degree in international education, was a classroom teacher in the New York and New Jersey public school systems, taught English as a second language at the University College in Nairobi, worked with the Family Planning Association in Kenya, and with Planned Parenthood-World Population in New York. She has done volunteer work and served on the board of the Margaret Sanger Research Bureau, YWCA of USA, International Division, and IPPF/Western Hemisphere. She has just been appointed Regional Representative for Africa and moved to London in October with her husband, a professor at Columbia University, and her two young children.

To illustrate further this problem of communication, I found that in Lesotho, for example, where the literacy rate is roughly 50 per cent, there is a total lack of practical information about family planning on the part of professional groups as well as rural villagers. This will require double effort on our part. First, we must determine and create new modes of communication. Because theirs, too, is an oral tradition, we will probably not try to use written materials in the beginning. We are researching their old folk tales in order to invent stories around central characters familiar to the learners. Soon the groups will be able themselves to indicate and choose the kinds of support—objects, songs, photographs—that will help them recall material they have already learned.

Also, we will talk with village opinion leaders, the chiefs and their representatives on the village development committees, to find out how they believe we can best approach the learners. Lesotho society is based upon a structural tribal entity. Because we are supplementing the activities of an existing agricultural program, we anticipate opportunities to work in partnership with a rural development scheme and with a number of other organizations in a situation where change agents are already at work. In the other ongoing situations—the USAID-Maternal Child Health project and the Thaba Bosiu agricultural project—there is a local counterpart for every expatriot working there. We expect to have very few outsiders there as is our custom, but rather to invest in the local manpower.

As family life planners, we are continually reassessing our approach toward family planning issues according to the country in which we are working. I find that I am becoming more at ease in talking in a straight-

forward way about family planning education, because I understand increasingly that it is only relevant as it relates to other issues—population density, nutrition, employment opportunities—that are equally real in peoples' lives. I believe in integration, in intensely practical relationships.

In Lesotho, where we are working in tandem with International Planned Parenthood Federation, we were welcomed by the government, with whom we are also going to work. Perhaps one reason that I was able to talk freely about options is that there is no ambiguity in what we were saying. Thanks to our partnership with IPPF, we are able to provide our educational assistance together with their clinical assistance. If you offer education, you must have supporting services. This may or may not include in-clinic activity, but a service component is vital to motivation and realization of attitude change. I am enthusiastic about IPPF's recent Community Based Distribution plan, which makes use of paramedics in the face of a severe doctor shortage. Also, the growing cooperative movement may supply us with opportunities if we can capitalize on it and on the network for agricultural distribution. In this instance you find that one of the key components to the agricultural project is the central person who informs his community of important coming events such as the arrival of mechanized equipment, fertilizer supply days, extension worker visits. Perhaps we can use the same system.

As believers in the importance of women to development, we are, along with others, becoming more deeply involved in women's programs. Symbolically or not, next year has been declared International Women's Year by the United Nations. Our program in Ethiopia with the Ethiopian Women's Welfare Association was our first collaboration with a women's organization. In Tunisia we look toward cooperation with the National Women's Union; in Nigeria, the National Council of Women has attained new strength; the Pan African Women's Center of the Economic Commission for Africa is becoming a reality.

As I raise our family and combine homemaking and a career, I identify increasingly with women I know or have seen in Africa—women who cope with bearing and raising the children, carrying the water, tending the garden plots and the fields. Women must have a chance to come to grips with determining their own destiny and that, among other issues, means coming to terms with their own sexuality and reproductive functions. I think my sharpest insight into the issue of the status of women came to me on my 27th birthday. I was living in Kenya, working in a maternity hospital family planning outpatient clinic. I interviewed a young woman who was exactly my age. She had undergone ten pregnancies and had at that time four living children. That experience changed my life—or at least solidified the direction in which I was moving.

Sometimes it is hard to imagine how big Africa is. I flew recently in a DC-7 from Addis to Khartoum in one hour. Then we headed toward the Mediterranean Sea and flew for *three hours* across the Sahara. At five miles above the orange sand we followed the wavy lines of the desert and I was reminded again that Africa *is* that big—52 countries at all different levels of education and development and population planning.

As program planners, we see that our programs are taking on very different kinds of profiles. We are learning to limit our activities. I would rather spend more energy (and funds) on fewer—but truly creative—projects, ones that have implications for our learning as well as the countries' needs. We are not simply duplicating one approach, but are evolving other ways and situations. For example, in Ethiopia we are working with a voluntary organization; in Ghana, with the government; in Lesotho, with a private association, the government, and a separate development project.

These three disparate countries characterize the breadth of challenge and strategy for us in Africa:

—Ethiopia, with a population of 25,000,000 at last estimate, is cooperating with us in trying a microplan that could be adapted within the Ministry

World Education should set a limit on the number of field projects it is assisting at any given time so as not to spread its resources too broadly over too many diverse experiments. Similarly, it should more clearly establish objectives and desired outputs for each country project which will determine at what point World Education's objectives are achieved and the project terminated or taken over by local agencies.
—Evaluation Report

World Education sponsored an intensive staff development workshop in Accra in June 1974. This workshop was aimed at preparing field workers for the implementation of a pilot project focusing on family life education which the government plans to integrate into the national program of adult literacy within the Community Development Division.

of Education's strategy for practical nonformal education for adults.

—Ghana, which has an open and discussable population policy, is trying an approach which they hope will be applicable to a total revision of the national literacy program housed within the community development department.

—Tiny Lesotho, with a population of 1,100,000 and, until a year ago, three miles of paved roads, is surrounded by South Africa. On the verge of declaring a practical population policy, its immediate problems are population density on the arable land, a high malnutrition rate in the first five years of life, and the burdens an increasing population would place on educational capacities and wage employment opportunities. A prime example of our direct liaison with IPPF and our intention to augment our international cooperation, Lesotho is a program in microcosm. Our attempts there are significant because of the many other small countries that could experiment with similar strategies.□

Latin America

-Lawrence Suhm

Dr. Lawrence Suhm, who had served on the four-man Evaluation Team in the fall, became regional representative for Latin America on February 1, 1974. Dr. Suhm lives in Mexico with his wife Maria and three teenaged children. He recently returned to his home in Mexico from Indonesia, where for three and one half years he was Unesco's expert in the field of nonformal education. He has written extensively about lifelong education and community development.

When I started with World Education it was clear that the lack of continuity has been a handicap to the organization's efforts to develop and carry out a Latin American strategy. However, a certain momentum was already built up in the region: projects were still in operation in Colombia and Costa Rica, a seminar had been held in Ecuador, and we had requests for project assistance from eight to ten countries ranging from Mexico to Argentina for incorporating responsible parenthood and family planning educational content into ongoing adult functional education programs.

I find that five major emphases and foci present themselves: getting closer to the adult learners themselves; expanding on ties and building up our credibility; exploring new approaches to nonformal education; using campesinos themselves as facilitators, for radio work, and for materials development; and building up capabilities among the learners and host agencies so that projects will continue after World Education assistance terminates.

A number of factors contribute to our being able to get closer to the adult learners themselves. One overlaps and intersects with my second point: as we expand our ties and build our credibility we are allowed to become closer to the learners. And as our experience matures, we realize how vital it is not only to have the campesinos test out the materials themselves, but to enlist their participation in actually designing the materials.

Our new proximity with the learners is evidenced by the field-opera-

tional seminar we are planning in Ecuador where we will actually test out materials with campesinos during the seminar. This two-pronged adult education project is the result of the World Education-assisted seminar on educational methodology in family planning, held in Quito in September 1973. The Department of Population requested that we assist in the follow-up which has two parts: The first is the field-operational seminar in methods and materials development; the second, a year-long assistance in field application and evaluation of these methods and materials. The seminar will be a practical laboratory in which to field test the materials among campesinos in three villages.

It is exciting to me that we have been able to involve eight or ten organizations offering family planning or responsible parenthood education, as well as to obtain the cooperation of the nonformal education project of the University of Massachusetts. This is the first time they have used their valuable practical field experience in training family planning personnel. We are adapting their *foto novela* techniques and their educational games to family planning education.

The staff of World Education is highly skilled in transferring and disseminating successful prototype methods and materials as evidenced by their being found in publications, seminar and workshop content, and in the various country projects.

—Evaluation Report

Other outreach is illustrated by the Ecuadorian adult education department's asking us to incorporate family planning content into their textbooks and teacher guides. The head of the International Center for Journalism Training, who is personally interested in family planning, has offered to have his staff analyze existing family planning materials in terms of readability for specific groups and present their findings at the Ecuador seminar. The Center will also show ways of determining vocabulary levels respective to newspaper reading.

As we expand our ties in these countries and build up credibility in central government offices, the directors in the capitals are more willing to let us get out into the field where any effective and long-lasting work must take place.

One concrete example of this concept is our new two-year project in Las Guanchias in northern Honduras where we will work in rural communities with farmers' cooperatives in six villages with a population of 13,000. Our partners are 72 *promotores* who are themselves leaders in the cooperatives. On another level, our partner is IPPF; this is one of the joint projects that has sprung from our recent and mutually beneficial entente. In this instance, IPPF will channel funds through World Education.

We are enthusiastic indeed about this project, which contains two elements not usually present at the same time. One is working with cooperatives; the other is that we will tie in with an ongoing team of four adult educators from the Adult Education Department—a home economics expert, a nurse, a basic education (literacy) specialist, and the team supervisor. The new project will add a family planning educator, a materials development specialist, and an evaluator. This seven-person team will work through the cooperatives to create an integrated community education program. We expect a planning model to come out of this pilot project for utilizing functional education teams, working through cooperatives and other rural organizations, to develop community education programs which include family planning education as a component.

Delores Welch left her position as program officer for Latin America to marry Ron Audette of World Literacy of Canada. Her replacement, Enrique Obligado, worked from September through January when he left to pursue fulltime graduate studies at Columbia University.

A second example of our moving closer to the field is the mobile communications unit in Colombia. In a project related to our collaboration with Acción Cultural Popular (ACPO), we are assisting an experimental project to involve campesinos directly in the preparation of learning materials. A mobile communications center, complete with printing press, audio-visual aids, and a mobile classroom, all donated by the Dutch government, is located in the village plaza of a rural town in the Department of Santander. The unit is being used to determine how to involve adult learners most effectively in materials production. The campesinos are already coming forth with new ideas about content for the rural newspaper they are producing.

We have tried to encourage innovation in nonformal adult education

in Latin America. The University of Massachusetts team in Ecuador has adapted card, monopoly, and other games for rural settings. The World Education-assisted project is now using these tested techniques to develop games that teach family planning concepts as part of the total rural development process. Another example is the *foto novela*. Our proposal is to use the campesino himself as the hero of these problem dramas in comic book form. We will photograph a real campesino hero and show him moving around the region, in the country, in the city plaza, as *he* solves problems, confronts the landlord, the loan shark, the government bureaucrat, the charlatan distributing patent medicines, and other problem situations which are the everyday existence of the campesino. He will become a character in the radio dramas. This campesino hero figure could become common to all of Latin America.

The use of radio and newspapers as educational media have been significant elements in the ACPO program. ACPO has the second most powerful radio station in Latin America, already reaching half a million campesinos, a weekly newspaper that goes out to nearly 50,000 farmers, a variety of adult learning materials, and a network of training programs for rural community education *promotores*.

World Education has been helping to carry out an evaluation of the effects of the radio, the newspaper, and the adult classes in changing knowl-

A newspaper layout is pasted up in the mobile communications unit.

edge and attitudes about responsible parenthood. The findings will be used to improve the content and format of ACPO's program materials, radio programs, and the training courses for rural *promotores*. Again, our plan is to move away from the trained radio announcer in the capital and tape campesinos themselves discussing their own problems and solutions and to involve adult learners in the preparation of their own learning materials.

An underlying theme of all of these progams is our desire to build up local capability so that when we withdraw there are personnel and structure to carry on with local resources. The World Education-assisted project in Costa Rica resulted in a new Center for Adult Textbooks (CELTA) in the Adult Education Department of the Ministry of Education.

This project prepared basic literacy materials for adults in which the beginning lessons could be applied to practical problem situations of the learners, a set of teacher guides, and evaluation instruments for students and teachers. The materials provide an excellent illustration of the variety of ways in which family education can be incorporated into functional literacy materials. Even the mathematics lessons point out the special problems of dividing a $15.00 weekly income among seven children as compared with three children.

We are currently developing a Central American regional project on teaching aids applied to nonformal education and family planning. In mid-1975 we will hold a Latin American regional workshop on alternative approaches to nonformal family education where we will bring together a number of the public and private agencies that have successfully used radio, television, printed media, and interpersonal communications for teaching responsible parenthood and family life planning. Professional participants will share the stage with campesinos to find better ways to communicate with rural people.

The most exciting thing about interagency collaboration and regional organization is that, after years of unsuccessful attempts, the people of Latin America are actually beginning to work together to solve common problems. World Education will continue to use its influence and resources to support and encourage these efforts.

Two results of the Costa Rican project are a plan to use the adult learning materials for a national literacy program and a proposal in the legislature to make permanent the directorship of CELTA and to support it with government funds.

We are not satisfied, however, with building up institutional capability. We also want to ensure, whether we are working with campesino leaders or adult learners, that whenever we withdraw they are more capable than before. We are increasingly developing programs with the adult learners, so that they may enter when they are able and leave when they have to. We are reducing rigidity by creating an environment wherein the materials are developed by the teachers and the learners themselves.

An ideal approach is one in which the learner can enter the system at any point because vocabulary and themes are built around interests of the group. A few key words lead to building first sentences, then simple stories. He can make immediate use of the individualized topic—say, transportation. If he missed the last session on growing tomatoes, for example, it does not matter because he starts out the new session, not with ABC's, but with whole words, ideas, patterns, and then, if he is interested, the alphabet. This unstructured system does not produce the kind of dropout who has little of value to take with him.

Two final trends in our Latin American strategy come to mind. We are moving toward more collaboration with other agencies and toward more regional organization. Resources are so limited in relation to needs in Latin America that it becomes imperative to identify and develop cooperative relationships with institutions and individuals having the kinds of experiences and skills needed. □

During 1973 and 1974, IPPF's Education and Training Department has held a series of consultations with a sister agency, World Education, to determine potential areas of collaboration. . .

For some time World Education has expressed interest in drawing nearer to the work of IPPF regions and member associations and we in turn consider that closer links with World Education are of benefit to IPPF for some of the following reasons:

—World Education draws on a pool of experienced community educators whose expertise could be applied to IPPF programmes and projects;

—World Education has useful experience in the design, management, and evaluation of pilot projects;

—World Education through its Methods and Materials Center is experimenting with new approaches to nonformal education, and is developing innovative methods and materials;

—World Education supports the integration of family planning education into other community and development activities in line with the focus of IPPF's own programme. . .

—note from International Planned Parenthood Federation to its affiliates

Dr. Suhm

North America

-Gladys Irish

Developing the AIM process this past year has been a consciousness-raising experience for each of us. In recounting our experience, I find myself beginning, "When we first started, we. . .," only to end up with, "We discovered that. . ." The major thrust of our discovery/learning can be summarized in five themes: that the content important to ABE learners has to do more with their consciousness—their perceptions of their experiences—than with their skills; that our purpose is to enable our participants to deal with and shape their experiences in an active and creative rather than a passive and adaptive mode; that the materials are open-ended and focus on discussion of individual experiences and perceptions; that teachers must awaken to a new respect for learners as persons with different but valid intentions; and that it is imperative that we put evaluation in the hands of the learners while at the same time setting up our own criteria.

Over the past year, staff and consultants working on the AIM project have tried to adapt to the United States the experience and insights gained through World Education projects abroad, particularly in Thailand and Turkey. We received a grant from the U.S. Office of Education's Division of Adult Education through the efforts of consultants David Harman and Jack Mezirow, who saw the potential value of using such an approach in the United States. Our mandate was to develop learning materials in different areas of the United States for use in adult basic education classes operating under local boards of education.

Gladys Irish, currently a Ph.D. candidate in adult education at Columbia University, was acting director of the United States project from September 1973 to July 1974. Her previous experience includes: Peace Corps volunteer in Brazil in primary education and rural community development, administrative assistant at the Center for Adult Education at Columbia, and project associate for the Center. She has published jointly 'An Evaluation Guide for ABE Programs' and 'Priorities for Experimentation and Demonstration.' She will continue with World Education as associate for research and evaluation. Dr. William M. Rivera became director of the program in adult basic education (ABE) on July 16, 1974. He joins us after ten years in Paris as a member of the Unesco Department of Adult Education and as a consultant to the Organization for Economic Cooperation and Development.

It has been fascinating to discover what it really means to translate what we have been doing overseas to the U.S. setting. What we recognize as "generative themes" in this country are quite different from what I understand them to be in Thailand, for example. One reason for the difference is that, short of engaging in specific job training, which is not our intention, we cannot provide analogous functional skills; another is that in many developing countries the poor and illiterate groups are more integrated into a stable culture and hence less subject to conflict about their status and worth. In the United States, there is great cultural difference. Although the disadvantaged are conditioned to aspire to middle-class life styles and do verbally espouse middle-class values, these values and behaviors do not always work for them. The discussion of themes which are generative, or basic, to them is important in stimulating them to probe into and give value to their own experiences and in helping them to deal creatively with their own life situations. Such discussion tends to heighten their personal and social *consciousness* rather than their adaptive competencies.

Although our initial intent was to address the needs of the least educated adults, we found that most of our learners were already at a higher level. The instructional materials that we produced therefore assume the user has some literacy skills. These materials are the fulcrum for a radically different educational process in which teachers act as coordinators and resource persons, and participants, through discussion and mutual learning, engage in problem conceptualization and problem solving. Through this process, learners not only identify problems that require performance skills in dealing with the requirements of community, social, and economic institutions, but also engage in a consciousness-raising process through which they understand the impact of these mores and institutions on their own lives and which may spark them to challenge certain of the structural norms and requirements of these institutions. The ideas of Paulo Freire with his emphasis on *conscientizacão* have clear relevance for educationally disadvantaged adults in the U.S., and we have attempted to draw on his insights in exploiting the potential of the materials we have developed.

When we started out, we knew we wanted to use some ideas of Freire. But what did that mean? How did they relate to our enterprise? Once we began working with generative themes and classroom materials, we saw to what extent we were involved in consciousness-raising. What is really important, I feel, is for the learners to be able to come to grips with the meaning of their experience in an *active* rather than an adaptive way.

The emphasis on creating new self-awareness and social consciousness represents an extension of World Education's concern with enabling participants to deal with real and urgent problems. It grows out of the particular conditions of social differentiation and imputed inferiority of the undereducated in America. ABE learners often enter the educational program with deep-seated feelings of inadequacy and inferiority. The materials and processes, which are designed to speak directly to learners, validate the learners' experiences and enable them to address themselves to an exploration and resolution of their own concerns and problems.

While our initial intent was to develop a complete instructional package, we soon realized that this was unnecessary and undesirable. In this country there is a multitude of instructional materials available for teachers to draw on as the participants need information and skills in a variety of particular areas. What is important and exceptional in our approach are the stories and the photos, which encourage learners to explore and validate their experiences. We discovered that there were far greater implications to this than we had anticipated and decided that it was better to produce good discussion units than a mediocre "complete package." It became clear that the need was not to replicate the materials and resources already existing for teachers, but rather to provide a learning process that enables participants to choose what they themselves need to learn. The AIM materials and process, then, are designed to foster self-directed learning in the deepest sense.

As the ABE participants discuss the photograph and the story, they may move in a number of different directions, depending on which aspects of the visual or the story are most salient to their own concerns. We found that, with these photographs and short stories, we were concentrating on themes, rather than topics. This is one of the reasons why our materials are both provocative and evocative. Themes are more important in interpreting experience; our use of themes facilitates discussion and reflection leading to increased self-awareness and social consciousness.

Clearly teachers must often take on new roles as they participate in this learning process. If we say we want learners to come to grips with their experiences, we must realize that often their themes will differ from those of the teachers. In the AIM group discussion approach, we urge teachers to consider themselves to be coordinators and learners, not traditional teachers. This approach adds new dimension and importance to teacher training. Since we anticipate that it will not be necessary to develop entirely new material as the project expands to additional sites, we are now working on additional teacher orientation activities to supplement their participation in program development. We are developing a component that has as its purpose to awaken teachers to the possibility and the necessity of allowing others to look at things differently and to have different intentions.

As work progresses, we became clearer about the particular purposes served by the AIM materials, the nature of the learning processes of which they are a part, and their intended relationship with other instructional materials and processes available to ABE teachers. We are in various stages of working with programs in New Jersey, Alabama, Texas, Indiana, and California, where teachers will begin using our materials and methods this fall. In recognition of the fact that we need specific evaluation data to back up our enthusiasm, I am now designing a formal evaluation system. This will provide ways to observe and measure learning gains, problem-solving skills, coping skills, and changes in self-awareness and social consciousness.

aim
apperception-interaction method

As a direct outgrowth of these activities and with the efforts of its staff and consultants, World Education has developed a complex of program concepts, project development methods, and instructional methods and materials for integrating family planning concepts into adult literacy and other functional education activities in developing countries. Its successes overseas have recently resulted in a contract with HEW to launch similar experiments using World Education methods and materials in several U.S. communities.

—Evaluation Report

But two things we have learned must be considered in this evaluation process. One is the issue of motivation. It used to be thought that if a good, interesting class were held at a convenient time in a convenient place, students would be motivated to learn what teachers wanted them to learn. The AIM process goes beyond this conception; more is required than that it be superficially interesting to the learners. Our purpose is to enable participants to discover their own intentions and begin actively to direct their experiences—including their learning experiences. Second, when we talk about the learners being directly involved in the learning experience, that means that discussion of the story or the photo can explode in many directions. Whatever the learners identify as important, they should be able to follow up. We have no desire to say that after a certain time the learners should master a predetermined set of competencies. This is the critical point in the problem of evaluation.

The AIM project was invited by the U.S. Office of Education's Division of Adult Education to cooperate with three other projects in which they are involved, all of which are engaged in work having a significant impact on the philosophy, objectives, and program development of adult education. The other three projects are the Adult Performance Level (APL) project, concerned with identifying adult peformance skills necessary for successful participation in our society; the Future of Adult Education in the U.S., a philosophical exploration and analysis of our current and potential adult education development, such as recurrent education, community education, and civic literacy; and the Rutgers Adult Secondary Education project, analyzing current adult secondary education programs, possible changes to meet specific adult learning needs, and possible development of community and life experience-based models for ASE.

Tom Keehn, Noreen Clark, and I attended the first meeting of the APL group in Austin, Texas, at the end of May. Everyone was excited about our purposes, materials, and instructional processes. A tentative agreement was made with the Texas APL staff to collaborate with them in program development as they attempt to implement their findings in Texas. We plan additional meetings with this group during the coming year. We have also maintained close contact with the Future of Adult Education project and the ASE project.

In sum, our experience with the AIM project has more than justified our belief that World Education's philosophy and approach, which have guided the development of successful and innovative programs abroad, can have similar impact at home. The ideas generated over the past year should similarly prove valuable for development of World Education's total program.

Publications

The term 'communication,' which in our context we interpret as a singular noun, has taken on considerable meaning in the last year. We are making more contacts and talking with more people in our own and allied fields; we are entertaining more exchanges of materials, publications, and information; our professional mailing list is growing by leaps and bounds; our correspondence increases (to such an extent that we have taken a leaf out of IPPF's book and circulate a daily extract of correspondence in order to keep current); our proposal-writing skills develop; we are enjoying more of a two-way flow between field practitioners and the central office; we are publishing more diversified matter.

In a departure for us, our quarterly journal REPORTS, which in its first year reported solely on World Education-assisted projects, has in this last year been concerned with other programs as well. In one issue we published an account of a project for women in Hyderabad sponsored by UNICEF and carried out by the Council for Social Development, New Delhi. This

integrated experimental program interests us for many reasons, not the least being that it addresses itself to the education and health needs of rural women. The project will be presented at our January 1975 multinational conference on basic adult education.

In another issue of REPORTS we published a paper by an Egyptian woman family planning specialist discussing certain assumptions about Planning for Better Family Living/FAO village projects in Iran, Lebanon, and Egypt. We have welcomed the opportunity to report on other projects.

The second in our series of occasional papers, ISSUES, "Observations on the Status of Women in Bangladesh," by Sondra and Laura Zeidenstein, was so pertinent, sensitive, and constructive that we were pleased to have it constitute our written, permanent contribution to World Population Year and International Women's Year.

It was in this past year that the Adult Learning Designs series began, with practical descriptions of such aspects of programming as curriculum, materials, the teacher's role. We have published three of these fold-outs about projects in the Philippines, Turkey, and Thailand. More of these—for AIM, Ecuador, and one African project—are projected for the coming year, as well as such useful aids as a nontechnical manual for field personnel engaged in family planning education; a simple literacy manual illustrating the range of literacy techniques; and a new pamphlet series in training explaining simple practical devices like how to conduct workshops, how to make innovative uses of commonplace materials.

Most of World Education's publications are written for administrators and planners in the developing world; a few, especially those prepared by the Department of Program Analysis and Evaluation, are directed to teachers and teacher trainers. This year, as we faced the challenge of working through adult basic education centers in our own country, we were for the first time actually involved in New York in the production of materials for the learners themselves. All the production crises we had read about in programs abroad —getting materials on the right subjects and written at the right language level to the right place on time—suddenly loomed before us and had to be dealt with. We were fortunate in finding writers and a photographer from the Frederick C. Douglass Creative Arts Center to translate our ideas into reality. Every week for almost eight weeks the short stories came in. We edited them, developed the photographs, showed them to teachers who suggested changes and made the photograph selections; then we typed and did the layout and blew the type up to just the right size, and sent them off to the printer. Every week the finished product—"discussion units" they are called—went off to classes that were getting under way in Trenton and East Orange. The provocative short stories are based on themes (e.g., desire for self-respect, desire for independence, anger at social injustices) that had been uncovered by analyzing taped interviews with the potential users of the materials. Each story appears in a four-page brochure with a photograph on the cover: the photograph is evocative of the theme rather than illustrative of the story. The brochures are color-coded by problem topic (e.g., employment, consumer affairs), and can be inserted into a loose-leaf binder. Some 42 stories altogether have been published; the process is about to begin anew as we begin work in Alabama and Texas.

Our audio-visual activity expands. A family planning materials classification filmstrip is almost ready. We taped the stories for the AIM classes in our own office; we are printing and enlarging photographs in our own darkroom. Our slide/tape show of the World Education program has been duplicated by IPPF so that each affiliate around the world will have a copy.

Our audio-visual specialist traveled to Kenya and Tanzania to confirm the January 1975 multinational conference participation of the Village Polytechnic Centers in Kenya and the National Adult Education Plan in Tanzania. He collected photographs, tapes, and background materials on each project and is preparing a slide/tape show of each.□

There has been a steady expansion in the number, variety, and distribution of World Education publications since the beginning of AID assistance. There is also noticeable improvement in the quality of the publications in terms of content, format, and use of information and materials obtained from field experiences. Current plans call for further expansion into audio-visuals and other means of educational communications. The communications and publications unit is highly qualified but understaffed.
—Evaluation Report

The important thing is that the stories should be simultaneously fictional and creative, yet reflect back to students their own experiences. They should involve people's emotions and feelings, be open-ended, and contain some impetus to further discussion. Stories should not be a lesson about one of these topics. Simply put, they should be about people doing the kinds of things they do—interacting with each other and their environment, living, learning, trying, failing, succeeding, working, relaxing, crying, laughing, loving.
—letter from David Narot to an AIM author

To Encourage Innovation in Adult Education

Methods and Materials Center

-Lyra Srinivasan

Before coming to World Education in 1972, Dr. Lyra Srinivasan, whose doctorate in adult education is from Harvard University, served as education consultant to UNICEF and as UNDP regional advisor in Mexico. She joined World Education originally as a short-term consultant to our project in Turkey, but stayed on to help develop the Methods and Materials Center. She resigned in September 1974 to return to freelance consulting. Catherine Crone, who holds a master's degree in adult education from Columbia University, has assumed the role of coordinator of the Department of Program Analysis and Evaluation.

What family planning information and education materials are in current use? On what assumptions and educational principles are they based? How do field staff and learners feel about them? What are their specific strengths and weaknesses? How can they be improved?

These are some of the questions to which the Methods and Materials Center, now expanded into a Program Analysis and Evaluation Department, addressed itself in this last year. The task, however, has not been a simple and direct one to pursue. The range of approaches used by World Education alone is considerable; the difference between World Education approaches and those currently in use by a number of family planning agencies in clinic situations is also considerable. The first need, therefore, as we perceived it in the past year, was to expand our basic collection of family planning materials and to attempt some kind of rough classification based on the analysis of common features and differences. We found four major categories:

—the direct, biological, descriptive approach, essentially concerned with conveying facts about human reproduction and birth control methods;

—the more personalized motivational approach, relying primarily on an idealized 'small-happy-family' concept, sometimes contrasted with a 'large-unhappy-family' concept;

—the indirect, recreational approach—comic books, games—where the family planning message is the moral at the end, made more palatable by the entertainment built into the materials;

—the problem-solving approach, where the essential aim is to have the adults themselves critically examine everyday life problems and analyze them in terms of family size, dependency, and decision-making responsibilities.

The assumption here is that learner involvement in critical thinking makes for more permanent positive attitudes toward change than outside incentives and persuasion do. Elements of entertainment and group interaction are usually combined with this approach.

To arrive at this preliminary classification, we have secured and examined separate family planning materials from family planning agencies in 51 countries. We have also examined in some detail the types of materials developed in World Education-assisted projects in eight countries—Honduras, Costa Rica, Turkey, Ethiopia, Ghana, Thailand, the Philippines, and Indonesia.

In response to technical assistance requests, I was able to travel to all but two of these countries during this past year. This provided a realistic basis for our understanding the rationale of the materials and their use, and to promote improvements in their quality and usage. The field visits permitted contacts and discussions at many different levels: direct contacts with adult learners in their learning situations, in their homes, at work, and at community meetings; discussions with curriculum planners and field supervisors; workshop interactions with teachers and materials developers (subject matter specialists, writers, illustrators, and media staff); and intensive work sessions with trainers (e.g., in Ghana) and with evaluators (e.g., in Turkey).

It seems to me possible to draw four broad conclusions from this field exposure during the past year:

—World Education's methods and approaches to family life planning fall by and large into the problem-solving category. Increased learner involvement seems to result both from the opportunity provided to learners for self-expression and critical thinking and from the integration of family

planning concepts with those of other areas of living, permitting a more coherent, comprehensive view of family well-being.

—While these are some common denominators, the actual approaches used in World-Education-assisted projects (e.g., in Thailand and Turkey) are often diametrically apart, some emphasizing the cognitive and others the affective side of learning. This range is good, but the actual differences in terms of learners' internalizing the family planning message need to be closely studied at the field level. Simply to accept these variations as a function of situation-specific strategy is to shortchange ourselves on the lessons we can learn from the learners.

—The country social, economic, and cultural settings in which World Education sponsors family life education present marked differences, particularly in the degree to which the rural population is prepared to discuss family planning needs and devices. We are dealing with at least three quite different situations. In the first, cultural constraints inhibit rural people from discussing matters intimately connected with their sex lives (e.g., in some parts of Asia). These inhibitions may prevail not only in mixed group learning, but even in peer group and in family settings. In the second, the constraints are primarily religious (as in most Latin American countries), but discussion of some methods (e.g., rhythm) is permissible within the value system of "responsible parenthood." In the third setting, there are few if any constraints to the discussion of family planning in its most personal details. Ghana is a good example. The fact that our clientele shows such major attitudinal differences should have profound bearing on the methods and materials developed and utilized at the learners' level. This is particularly important to emphasize when new project planners and curriculum designers at the country level review options from international experience.

—World Education's integral approach, which makes for the effectiveness of most of our programs, also poses our most difficult problems. Keeping the family planning thread skillfully woven throughout is a delicate sensitive matter, calling for substantive competence in many areas. It seeks to reconcile, in terms of mindset, the felt needs and aspirations of adult learners with both their priority needs identified by baseline surveys and with the specific priorities and targets of the country's overall plans as they affect the target population. In designing learning experiences and materials, the integral approach attempts to balance concept development and attitude development needs with skill development needs (e.g., literacy). Our project personnel are constantly learning from feedback and refining their methods accordingly. But since this is a difficult area, where a professional knowledge base still has to be built up, World Education must make special efforts to support trainers and curriculum planners in the basic task of curriculum analysis and refinement. We need to help develop simple training designs and practical handbooks and to conduct exemplary workshops. We ourselves must continuously improve our skills in demonstrating how nonformal ideology can permeate every level of the operation, beginning with the training of trainers and moving closer to the breakthrough that we are hovering on the verge of—materials developed wholly by the learners themselves.□

The evaluation team strongly believes that the integrated educational approach fostered by World Education is opening up avenues and sectors for population/family planning information which are often extremely sensitive about this type of information and which, in many cases, would be completely closed to direct approaches with clinical information or commodities.

—Evaluation Report

World Education, as an organization, believes that 'appropriate behavioral changes' include those related to migration, increasing agricultural or industrial output per person, improved health and nutrition practices, delayed marriage, as well as artificial, surgical, or 'natural' birth control methods. It further believes that the most appropriate behavior can be determined only on the basis of individual and local needs and conditions and only after thorough on-site field surveys in cooperation with host agency personnel. It is the contention of World Education, based on its own experiences as well as those of other assistance agencies, that attempts either to impose or to prejudge specific solutions to local population problems often lead to wasted effort, failure of the program, or outright antagonism.

—Evaluation Report

Evaluation

An International Workshop for Evaluation Specialists on Nonformal Education for Family Life Planning was held in Chiengmai, Thailand, in June 1974 under the sponsorship of the Ministry of Education of the Government of Thailand and World Education.

Thirty-five participants from thirteen countries and a variety of government and voluntary agencies gathered for what was reported thereafter as the most productive, intellectually vigorous, and task-oriented workshop that any of the participants had ever experienced. Lively differences of opinion about the most useful approach to evaluation of nonformal education programs did not prevent the three task forces from tackling their assignments with a determination to produce something that would be valuable not only to the Thai Ministry of Education, but to other nonformal family life planning educational programs as well.

The success of the workshop is witnessed to by the fact that there is now a cadre of evaluation specialists in Asia, Africa, and the Americas with valuable experience in the field. Written results include background papers produced at the workshop itself, and the workshop report, containing the three task forces' voluminous final reports. A subsequent monogaph will examine a number of issues and themes that emerged during the workshop, but which were unresolved, and extend them further in terms of theory, methodology, and practice.

A central theme woven throughout the fabric of the workshop was the thoughtful elaboration by Dr. Kowit Vorapipatana, head of the Adult Education Division of the Ministry of Education, of the aims of the Thai program, as he articulated a philosophy that might well apply elsewhere. He described the *khit-pen* man, the village participant in the Thai program, rooted in Buddhist life and thought. According to Dr. Kowit, all men strive to reach happiness which is obtained only when man and his environment are in harmony. The vehicle for attaining harmony is a process called *khit-pen*. It is a process that enables a man to cope with his environment by recognizing his potential to effect changes in the environment, by identifying problems and the alternatives for their solution, by selecting the most practical alternative based upon his own values and needs, and by accepting the consequences of his actions. Dr. Kowit sees education's role as essential in making men aware of their potential to help themselves and their community and provide the knowledge and skills necessary for them to fulfill that potential. To do so educational programs must respect the learners' judgment in deciding what their needs are, and must be sensitive and flexible enough to respond to those needs. Assisting in the learning process of such a man seems to us a worthy objective for any nonformal education program anywhere in the world.

Considering the experimental and innovative nature of World Education's activities and the high potential for widespread application of results, too little effort and resources have been allocated to research, evaluation, and dissemination of findings.

—Evaluation Report

By fall of 1974 the Methods and Materials Center of World Education will expand into a Program Analysis and Evaluation Department. This department will act as a resource center for nonformal education. It will continue, as in the past, to strengthen the professional knowledge base of the organization on techniques of planning, curriculum design, methods, materials, and evaluation through data collection, data processing, recycling, and utilizing those experiences in new forms. On the basis of that knowledge base, it will continue to prepare new materials like the Adult Learning Designs fold-out series. Funds permitting, the department will also identify, develop, and coordinate technical resources; review project proposals from a substantive viewpoint and make recommendations; provide technical assistance at the country level as and when requested by the program staff; create and field test new approaches; and conduct workshops (materials development, training, and evaluation).

To Strengthen our Place in the International Community

As an institution engaged in international adult education, we operate in a number of spheres, but always at the community level, whether in New Jersey or Nueva Ecija. The impact we have made in the international community reveals itself in innumerable ways: through new collaboration, both financial and professional, with a growing constituency; through new status with ECOSOC, Unesco, and UNICEF; through ever-increasing invitations to participate in parallel activities; through new channels of exchange of advice and information.

The United Nations system is vital to this goal, and our relationships with various UN agencies have grown and blossomed during this past year. The United Nations family has adopted us into four important relationships.

First, we are listed as a nongovernmental organization (NGO) with the United Nations Office of Public Information. The OPI list of 350 organizations runs the gamut of the alphabet from Arab Graduates of American Universities to Zonta International. The OPI offers weekly briefings, sends out press releases, publishes a monthly information booklet. The theme of this year's annual meeting was "Sharing the Earth: The UN and NGO Action," and stressed the idea of NGO's as grassroots, people-oriented, action arms of the UN.

Second, we were named in June 1973 to the United Nations Economic and Social Council Roster of NGO's in consultative status. ECOSOC has as its offspring such well-known agencies as UNICEF, the United Nations Development Program, Unesco, FAO, and WHO. This status has afforded us the opportunity of participating in working committees on world food problems and the status of women.

Third, we have had a healthy working relationship with Unesco for some time. In fact, two former Unesco advisors have recently joined our staff. We collaborated with Unesco at the seminar of functional literacy and family planning education in Iran, 1971; in a planning meeting for staff and consultants in Paris, 1972; in a regional conference on functional literacy and family planning in Tunisia, 1972; in a workshop for population education program development specialists in Hawaii, 1972 with follow-ups in 1973 and 1974; and in February 1973 in a field-oriented seminar in Indonesia. Dr. Lyra Srinivasan of our staff was one of three facilitators in Indonesia along with Unesco representatives Marcel de Clerck and Marcos Ramos. In May 1974 Unesco granted us mutual infomation relationship (Category C).

Fourth, along with 90 other international nongovernmental organizations, we have achieved consultative status with UNICEF, and took part in the discussion of the second draft of the book being prepared by the International Council for Educational Development for UNICEF on reaching rural youth. We are exploring ways of further collaboration.

The Population Tribune, a special forum for nongovernmental organizations, took place in Bucharest in August 1974 in conjunction with the World Population Conference. At these important meetings, an attempt was made to arrive at a worldwide plan to meet the world population crisis. President Thomas Keehn and Kasama Voravarn, a World Education trustee and a staff member of the Thailand Ministry of Education, participated in a session on education for population awareness. The World Education-assisted Thai program was one of the case studies presented for discussion. Khunying Ambhorn, also involved in the Thai program and Deputy Undersecretary of State for Education, was also a delegate, as was our regional representative in Africa Jill Sheffield, who attended the Tribune in her role as an IPPF board member.

These organizations shall be available for consultation at the request of the council or its subsidiary bodies . . . The Secretary-General may invite organizations on the Roster to submit written statements. . . Those on the Roster may have representatives present at such meetings concerned with matters within their special competence. . . Facilities offered to NGO's include: distribution of documents; access to press documentation services; arrangement of informal discussions; use of libraries; provision of accommodation for conferences.

—ECOSOC Manual

A major concern of UNICEF [is] that children and adolescents receive their due share of attention in the development process in each country. . . This requires a greater involvement of local resources and efforts—including motivating and educating families, community leaders, volunteers, and NGO's to participate in this work.

—UNICEF Manual

We have also worked closely over the years with FAO (on a seminar on family life education in Nairobi in 1972, for instance) and with the ILO (at a population education conference with Trade-Union Members Training in Malaysia in 1972) and with WHO.

Our working relationship with IPPF pays great dividends in terms of professional development, exchange of ideas, and program collaboration. We have moved from the negotiating table to the field in our relationships with IPPF. A visit here in the spring of 1973 from two IPPF education officers was followed by Thomas Keehn's visit to the London headquarters. This spring, two World Education staff members—Martha Keehn, publications director, and Jill Sheffield, Africa regional representative—spent three days at IPPF/London considering a long agenda of potential areas of cooperation and pinpointing specific possibilities for joint action. Among the many decisions taken: an agreement to collaborate on projects in Lesotho and Honduras. A full exchange of publications and information will occur on a regular basis.

The new mandate from AID to private voluntary organizations calling for consortia echoes the concentrated effort we have made toward collaboration this year. We attended a conference sponsored by the Advisory Committee on Voluntary Foreign Aid at the end of April, along with two of our trustees from the Community Development Foundation and the Cooperative League of the U.S., on the contribution private voluntary organizations can make to development in the lesser developed countries. One tangible outcome of this conference is the forthcoming conferences scheduled by the Overseas Development Council of Washington and aimed at bringing together private agencies with similar interests and encouraging cooperative efforts in some concrete ways. Since last spring AID has been offering regular training workshops in various aspects of program development and evaluation. Catherine Crone, special projects officer, and Tarry Davis, coordinator of field projects, attended a workshop sponsored by the Evaluation Section of the Population Division and have learned among other things the arcane art of the logical framework matrix.

World Education should continue its current efforts to establish interagency linkages, both at the international and national levels, for purposes of sharing its own experience and knowledge; obtaining the cooperation of other agencies in similar efforts to link functional education with population and family planning, and to expand its base of financial support. The support of larger agencies and organizations such as IPPF, Unesco, UNFPA, and others should be sought for the widespread dissemination of World Education-instituted programs.
—Evaluation Report

Two ways of linking our activities with other networks and systems are through publications and through international meetings. We continue our far-reaching publications program circulated to a professional list of over 6500. About 2000 of these are distributed domestically; the rest overseas. World Education will be producing a number of simple how-to booklets and manuals addressed to practitioners.

Memberships in other like-minded organizations are important to us. We anticipate being able to send staff members to more conferences mutually beneficial to both individual and professional development and enlightenment of the organization as a whole. We have, in the past year, joined in meetings of the Society for International Development; maintained links with the East-West Communication Institute, where Thomas Keehn is a member of the Advisory Group; kept up our membership in the International Council of Voluntary Agencies; taken part in a four-way dialogue in mutual understanding and action with Intermedia, Laubach Literacy, and World Literacy of Canada; participated in a joint meeting at staff level with the International Council for Educational Development to discuss a second draft of the study ICED is doing for UNICEF on reaching rural youth, a sequel to *New Paths to Learning*.

The international evaluation workshop in Chiengmai, Thailand, last June brought together for exchange of ideas and experience specialists from Asia, Africa, Latin America, and North America.

World Education's interest in exchange of knowledge in the field of nonformal functional education for adults is shared by the Office of Education which sees great value in the exchange of information about programs from all over the world. They asked us to sponsor, with the cooperation of the Adult Education Association, a multinational workshop on basic and func-

tional education for adults to be held in Washington, D.C. in January 1975. The workshop will bring together adult educators at all levels (administrators, researchers, practitioners) from abroad and the United States to review and discuss new techniques in adult education being practiced in various parts of the world and will explore ways of adapting those techniques to their own programs. One hundred and thirty people will participate in the workshop which will focus on a discussion of 14 innovative programs—seven from abroad, seven from the United States. Audio-visual presentations will introduce each program and participants will have an opportunity to meet in small groups with the program directors. It is hoped that this exchange will result in the adaptation and use of techniques already successfully used abroad, just as the Turkey and Thai programs have affected the AIM project in the United States.

We sent an observer to the 1974 board meeting in Bonn of the International Council on Adult Education. This federation of national adult education associations has assisted in identifying projects for case studies for the January 1975 multinational conference and will take part in the conference as an observer.

In a gesture of international cooperation, World Education is providing office space to the executive director of the Inter-American Literacy Foundation. Thomas Keehn serves on its board and its president, Jack Hood Vaughn, is a member of our board.

Our international trustees symbolize our intention to play a more active role in the international community. Prodipto Roy, India, directs a project in Hyderabad which will be presented at the multinational conference. Kasama Voravarn, a key person in the functional literacy project in Thailand and in the Chiengmai evaluation workshop, represented us at the Population Tribune in Bucharest. She will be at Harvard this year and we look forward to her participation in our trustee meetings. Seyoum Selassie, Ethiopia, has been most helpful on our Africa Program Committee. Hernan Echavarria, Colombia, works closely with Msgr. Salcedo and Dr. Bernal at Acción Cultural Popular in Bogota. Ron Audette of World Literacy of Canada shares roles with Thomas B. Keehn on their respective boards.□

To Broaden our Base of Funding

In our determination to broaden our base of funding from foundations, international agencies, corporations, and individuals we have perhaps neglected to articulate formally our appreciation of the long-term support given us by the Agency for International Development (AID), and, more specifically, the Office of Population of the Population and Humanitarian Assistance Bureau.

It is this support that has made possible World Education's worldwide expansion over the past five years and has helped build our professional capacity to the extent that, with additional funding from other sources, World Education is now engaged in program activities with some 45 partnership agencies in 17 countries. This has been a research and development period for World Education, focused on a variety of field activities in Asia, Africa, Latin America and—during the last year—in the United States. The Evaluation Report conducted at the request of AID identified achievements, problems and new directions. In the Spring of 1974 a nine-person task force of trustees, staff and consultants drew up a new three-year proposal. It identified three program priorities: carefully planned field activities with partnership agencies in selected countries with regional planning and services; an increased emphasis on program analysis and evaluation; and as wide as possible dissemination of our experiences through the strengthening of our ties with inter-agency and United Nations networks and an expanded communication program. The three-year proposal was approved by AID in June.

The program approach that we have built during the past five years has begun to attract the interest and support of a number of other agencies, both U.S.-based and international, private and governmental. Our collaboration with IPPF (London), for instance, which is expected to materialize in both Africa and Latin America in this coming year, is realized in terms of shared funding as well as shared planning. Another new source of funding —Oxfam—emerged from our recent agreement with the Bangladesh Rural Advancement Committee to develop a new approach to adult nonformal functional education in Bangladesh. Oxfam, founded in 1942 as the Oxford Committee for Famine Relief, and also headquartered in England, started out assisting BRAC in its relief efforts after the end of the 1971 war and has continued its support during BRAC's second development phase. This is an important new link for us.

Almost two years of joint planning with Ford Foundation representatives resulted this year in their support for the international workshop for evaluation specialists in Thailand and for the preparatory work for that workshop. We were able to send a consultant to Bangkok to work with Ministry of Education staff in developing a design for evaluation of the Thai program. This became the working document for the workshop. The workshop itself was underwritten by The Ford Foundation with an additional grant from UNFPA to help bring international participants to Chiengmai.

World Education's listing on the ECOSOC Roster, as well as our new status with Unesco and UNICEF, have increased our opportunities for support from United Nation's agencies. Pursuant to last year's ECOSOC resolution, UNFPA is seeking new ways of assisting voluntary agencies like ours. The grant for the international workshop—which included funds for publication of a monograph on evaluation—came from its annual funds. A second grant from World Population Year funds made possible the publication and distribution of World Education ISSUES #2: "Observations on the Status of Women in Bangladesh."

An important change in the character of our overseas program over the years has been the channeling of more of Oxfam's aid through local, indigenous groups and agencies. . . . Change, if it is to succeed in any lasting way, must come about through the determination of people themselves to share in the development process.

—Oxfam Annual Report

At the Unesco International Conference on Adult Education in Tokyo, 1972, representatives of the U.S. Office of Education, Department of Health, Education and Welfare (HEW) witnessed a presentation of the Thai project in functional literacy and family life planning. That September Thomas Keehn, Dr. Kowit, and advisors of the Thai and Turkey programs described them and their applicability to North America to an AID meeting that included educators from HEW. In December, HEW asked us to undertake a project based on our international experience to be carried out in selected Adult Basic Education (ABE) centers in the U.S. Our first grant from HEW was received in May 1973 and extended in May 1974 to expand the demonstration project to five more areas in the U.S.

Important as that government grant is, we were eager to expand the support for our U.S. project, whose ramifications for transferability across the nation are extensive. Thus, in January of 1973 we applied to and were granted funds from the Jessie Smith Noyes Foundation for training ABE teachers in nonformal innovative education programs.

Beta Sigma Phi, a nationwide philanthropic women's organization, continues its ten-year tradition of substantial support for Literacy House in India. This year's contribution was a significant gift of $10,000.

Through the good offices of trustees, three corporations gave us unrestricted funds for general program use: Mobil Oil Corporation, American Express, and Fireman's Fund. Louis W. Niggeman, until his death president of Fireman's Fund, was instrumental in securing the last two gifts. His widow, Sue Niggeman, is one of our trustees.

World Education depends heavily upon an ever-growing list of private supporters—individuals who have believed in us from our modest beginnings to our present status as a small but internationally recognized organization. We rely on the generosity and loyalty and interest of these old friends—and new ones—and value even the smallest gifts.

World Education is indeed moving toward its goal of broadening its financial support, building on the base provided by AID, and emphasizing the primary importance of contributions from individuals and organizations. Our commitment to private fund raising reaffirmed, we are launching a two-pronged campaign: the Annual Fund to provide unrestricted income for our continuing program, and The Welthy Fisher Literacy Fund of World Education to build an endowment fund for our work in India and other parts of Asia. We have all become more educated in the intracacies of fund raising. A new staff position has evolved: Patricia Huntington is now devoting all her time and effort to broadening our support base.

The main aspects of the annual fund program are the solicitation of leadership pledges from the trustees; informal receptions at our office to introduce our program to new friends; a general mailing in the fall to be followed up in the spring; and a birthday celebration to honor Welthy Fisher and to enhance the Welthy Fisher Literacy Fund of World Education. On that occasion, the first Welthy Fisher Literary Award was awarded to Iva Gorton Sprague, World Education trustee, for her contribution to the advancement of world literacy.

World Education began its work two decades ago when Welthy H. Fisher's dreams for Literacy House in India became reality. In the autumn of 1974—on September 18th—one hundred friends of this remarkable woman celebrated her 95th birthday. Once again we were renewed and challenged by Mrs. Fisher's forward-looking and universal ideas. It is this spirit that World Education has tried to sustain. Our consummate goal is an organization filled with vitality and initiative that is committed to making a difference in the lives of the adults we touch—and who touch us—in this interdependent and finite world. □

This program may demonstrate new approaches to adult education which will make learning more effective by developing an adult's ability to see the relationship in his own life between the number of children, health, income, education, and make choices that improve the quality of life—for himself and society.

—Jessie S. Noyes Foundation

A Presidential Postscript

In the five-year period 1969 to 1974, World Education's revenue increased five-fold—from $200,000 to just over $1,000,000. During this past year, our support came from five new sources: The Ford Foundation, UNFPA, the Noyes Foundation, Oxfam, and two multinational corporations, American Express and Fireman's Fund. These were in addition to continuing grants from AID and HEW, and gifts from individuals and organizations in the U.S. who have been the foundation stones of our programs for many years. Expenses for supporting sources—management and fund-raising—were at a low level of 12 per cent. This has been possible because of the dedication and extra work of staff and the voluntary services of trustees and other friends.

Increased revenue is at best a symbol of the growth and effectiveness of an organization. This annual report, we believe, portrays the quality, the diversity, and the approach of our efforts to meet some of the pressing needs of an interdependent world. We pledge total commitment to this task in the years ahead and solicit your involvement and support.

Admiral Honsinger and Mrs. Fisher

Report of Independent Accountants

September 20, 1974

TO THE BOARD OF TRUSTEES
OF WORLD EDUCATION, INC.

In our opinion, the accompanying balance sheet and the related statement of revenue, expenses, and changes in fund balance and statement of functional expenses present fairly the financial position of World Education, Inc. at June 30, 1974 and the results of its operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year. Our examination of these statements was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. It was impracticable for us to extend our examination of contributions received beyond accounting for amounts so recorded.

Price Waterhouse & Co.

PRICE WATERHOUSE & CO.

WORLD EDUCATION, INC.
BALANCE SHEET
June 30, 1974

ASSETS

Current assets:	
Cash:	
Checking	$144,025
Savings	19,451
Investments in marketable securities, at cost (market value $10,463)	16,470
Receivable due on sale of marketable securities	13,222
Receivable from the Bangladesh Rural Advancement Committee	2,641
Other assets	6,792
Total current assets	202,601
Furniture and equipment, less accumulated depreciation of $1,535 (Note 3)	3,441
Total assets	$206,042

LIABILITIES AND FUND BALANCES

Current liabilities:	
Accounts payable and accrued expenses	$ 22,407
Advances in excess of reimbursable expenses:	
Agency for International Development	9,680
Department of Health Education and Welfare	43,966
Total liabilities	76,053
Fund balances:	
Unrestricted, including $40,479 designated as the Welthy Fisher Literacy Fund (Note 2)	106,075
Restricted	23,914
Total fund balances	129,989
Total liabilities and fund balances	$206,042

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND BALANCE
For the Year Ended June 30, 1974

Revenue:	
Unrestricted (Notes 1 and 2):	
Contributions from individuals and organizations	$ 68,935
Interest and dividends	4,939
Restricted contributions (Note 4):	
Ford Foundation	30,000
Jessie Smith Noyes Foundation	10,000
United Nations Fund for Population Activities	27,450
Agency for International Development Grants (Note 5):	
Worldwide	611,351
Colombia	82,112
Ethiopia	63,444
Health Education and Welfare Department Grants (Note 6):	
AIM Project	97,107
International Adult Education Conference	36,930
Bangladesh Rural Advancement Committee Grant (Note 7)	2,641
Total revenue	**1,034,909**
Expenses:	
Program services:	
Privately assisted literary and family life education programs	45,133
Ford Foundation-assisted workshop	28,446
Jessie Smith Noyes Foundation-assisted teacher training programs in the U.S.	2,804
United Nations Fund for Population Activities-assisted workshop and publications	12,286
Agency for International Development Grant Programs —	
Worldwide	540,994
Colombia	80,202
Ethiopia	61,852
Health Education and Welfare Department Grant Programs —	
AIM Project	93,458
International Adult Education Conference	36,108
Bangladesh Rural Advancement Committee Grant Program	2,641
Total program services	**903,924**
Supporting services:	
Management and general	104,275
Fund raising	20,440
Total supporting services	**124,715**
Total expenses	**1,028,639**
Excess of income over expenses	6,270
Fund balance at beginning of year	123,719
Fund balance at end of year including $23,914 of restricted funds and $106,075 of unrestricted funds of which $40,479 is designated as the Welthy Fisher Literacy Fund	$ 129,989

STATEMENT OF FUNCTIONAL EXPENSES

	Salaries and benefits	Consultants' fees	Travel and per diem	Training, workshops, conferences, and seminars
Program services:				
Privately supported programs	$ 6,958	$ 2,225	$ 2,516	$ 3,914
Ford Foundation		8,060	19,409	
Noyes Foundation		2,804		
UNFPA		1,000		11,286
AID Grants:				
Worldwide	276,349	45,819	76,808	14,680
Colombia	8,263	5,561	5,250	
Ethiopia	5,980		4,900	
HEW Grants:				
AIM Project	44,728	20,700	5,781	1,305
IAEC	14,198	5,170	11,486	
BRAC		1,013	1,599	
	356,476	92,352	127,749	31,185
Supporting services:				
Management and general	33,958	20,575		
Fund raising	6,580	4,000	2,119	
	40,538	24,575	2,119	
Total expenses	$397,014	$116,927	$129,868	$31,185

NOTES TO FINANCIAL STATEMENTS
June 30, 1974

NOTE 1 — Nature of Operations:
World Education, Inc. is a private non-profit organization which was incorporated in New Jersey in 1951 to support Literacy House in Lucknow, India, and literacy programs in other countries. During the past five years World Education has expanded to include activities in Asia, Africa, Latin America, and the United States. Its program has also broadened to integrate functional education for adults into overall economic and social development plans, with special emphasis on family planning, food production, health, and nutrition. World Education's services include technical assistance, grants, training, and publications.

World Education assists country projects through grants made to governments or private organizations within countries that operate functional literacy and functional education programs. World Education assisted country projects in Thailand, Philippines, Indonesia, India, Ethiopia, Colombia, and Costa Rica during the year ended June 30, 1974.

In addition to grants and subcontracts to projects in the countries noted above, World Education provides assistance to these and other projects in Asia, Africa, Latin America, and the United States. This assistance includes:

- — technical services from staff and consultants;
- — training and workshops;
- — production and dissemination of educational materials.

NOTE 2 — The Welthy Fisher Literacy Fund of World Education:
In 1971 The Welthy Fisher Fund, a private foundation and separate legal entity, was dissolved and $48,775 was contributed to World Education, Inc. The Board of Trustees designated these funds as The Welthy Fisher Literacy Fund of World Education and specified that only the income from these funds should be used for literacy programs in India and other parts of Asia.

During the fiscal year ended June 30, 1974 investments with a cost of $36,595 were sold resulting in a loss

For the Year Ended June 30, 1974

Materials, publications, and supplies	Grants and subcontracts	Office services and facilities	Communications and other miscellaneous expenses	Loss on sale of marketable securities	Total expenses
$ 61	$ 27,341	$ 326	$ 1,792		$ 45,133
379			598		28,446
					2,804
					12,286
25,459	59,686	28,671	13,522		540,994
40	60,000	1,088			80,202
	50,300	566	106		61,852
9,109		7,000	4,835		93,458
884		1,741	2,629		36,108
19			10		2,641
35,951	197,327	39,392	23,492		903,924
13,792		3,386	9,191	$23,373	104,275
6,436		740	565		20,440
20,228		4,126	9,756	23,373	124,715
$56,179	$197,327	$43,518	$33,248	$23,373	$1,028,639

of $23,373. At June 30, 1974, the fund balance was $40,479.

NOTE 3 — Summary of Accounting Policies:

Revenue recognition

Unrestricted and restricted contributions are recognized as revenue at the date the pledge is made or the gift is received, whichever is earlier. Revenue from grants and contracts is recorded as the related expenditures are incurred.

Depreciation of furniture and equipment:

World Education depreciates all of its fixed assets over their estimated useful lives of ten years on the straight-line basis of depreciation. For the year ended June 30, 1974, depreciation amounted to $454.

Allocation of expenses:

Salaries of employees who devote all of their time to a particular project have been charged to that project. Salaries of other World Education permanent staff as well as other general and administrative expenses have been allocated among the program and supporting services based on management's best estimate of proper charges.

NOTE 4 — Restricted Contributions:

World Education received contributions from two foundations and one international organization during the year ended June 30, 1974.

Ford Foundation granted World Education $30,000 for an international workshop in Thailand for evaluation specialists on nonformal education for family life planning. Funds are available for a one-year period beginning April 1, 1974. At June 30, 1974, $1,554 remains available.

Noyes Foundation granted World Education $10,000 for teacher training for family life education programs in the United States. Funds were awarded in April 1974. At June 30, 1974, $7,196 remains available.

United Nations Fund for Population Activities awarded World Education $27,450 under two separate contributions.

A contribution of $22,000 was for additional support for the international workshop in Thailand, referred to above, and for publication of a monograph on evaluation. At June 30, 1974, $9,714 remains available.

The second contribution of $5,450 was for a special World Population Year publication of World Education Issues. At June 30, 1974, $5,450 remains available.

NOTE 5 — Grants from the Agency for International Development:

World Education has entered into three contracts with the Agency for International Development (AID). The contracts provide for reimbursement of allowable project costs up to the maximum provided by the agreements.

One contract, which promotes literacy and functional education for family life planning programs worldwide, covers the period June 4, 1971 to June

30, 1975, as amended, in the total amount of $2,325,772. At June 30, 1974, approximately $527,000 remains available under this contract.

A second contract, which promotes literacy and functional education for family life planning programs in Colombia, covers the period July 1, 1973 through December 31, 1974 in the total amount of $142,037. At June 30, 1974, approximately $59,900 remains available under this contract.

A third contract, which promotes literacy and functional education for family life planning programs in Ethiopia, covers the period July 1, 1973 through June 30, 1975 in the total amount of $114,724. At June 30, 1974, approximately $51,300 remains available under this contract.

The most recent audit by AID covered reimbursement costs for the year ended June 30, 1973. No material disallowances are anticipated covering costs reimbursed for the year ending June 30, 1974.

NOTE 6 — Grants from the Office of Education, Department of Health, Education and Welfare:

World Education has entered into three contracts with the Office of Education, Department of Health, Education and Welfare (HEW). These contracts provide for reimbursement of allowable project costs up to the maximum provided by the agreements.

The first contract was designed to develop innovative educational programs for adults in the United States, utilizing World Education's international experience. This program is known as AIM—Apperception-Interaction Method. It covered the period May 15, 1973 to May 15, 1974 in the total amount of $87,928. At June 30, 1974 all funds had been spent under this contract.

The second contract which continued the activities initiated under the first contract covers the period May 15, 1974 to May 14, 1975 in the total amount of $239,263. At June 30, 1974 approximately $226,200 remains available under this contract.

A third contract, which provides for planning and implementation of an International Conference on Adult Education, covers the period July 1, 1973 to February 28, 1975. World Education is a co-sponsor of the conference with the Adult Education Association of the United States (AEA). The total obligated under the contract is $138,202. World Education's share, per agreement with AEA, is $61,479. At June 30, 1974, approximately $24,500 remains available.

NOTE 7 — Grant from Oxfam for Contract with the Bangladesh Rural Advancement Committee (BRAC):

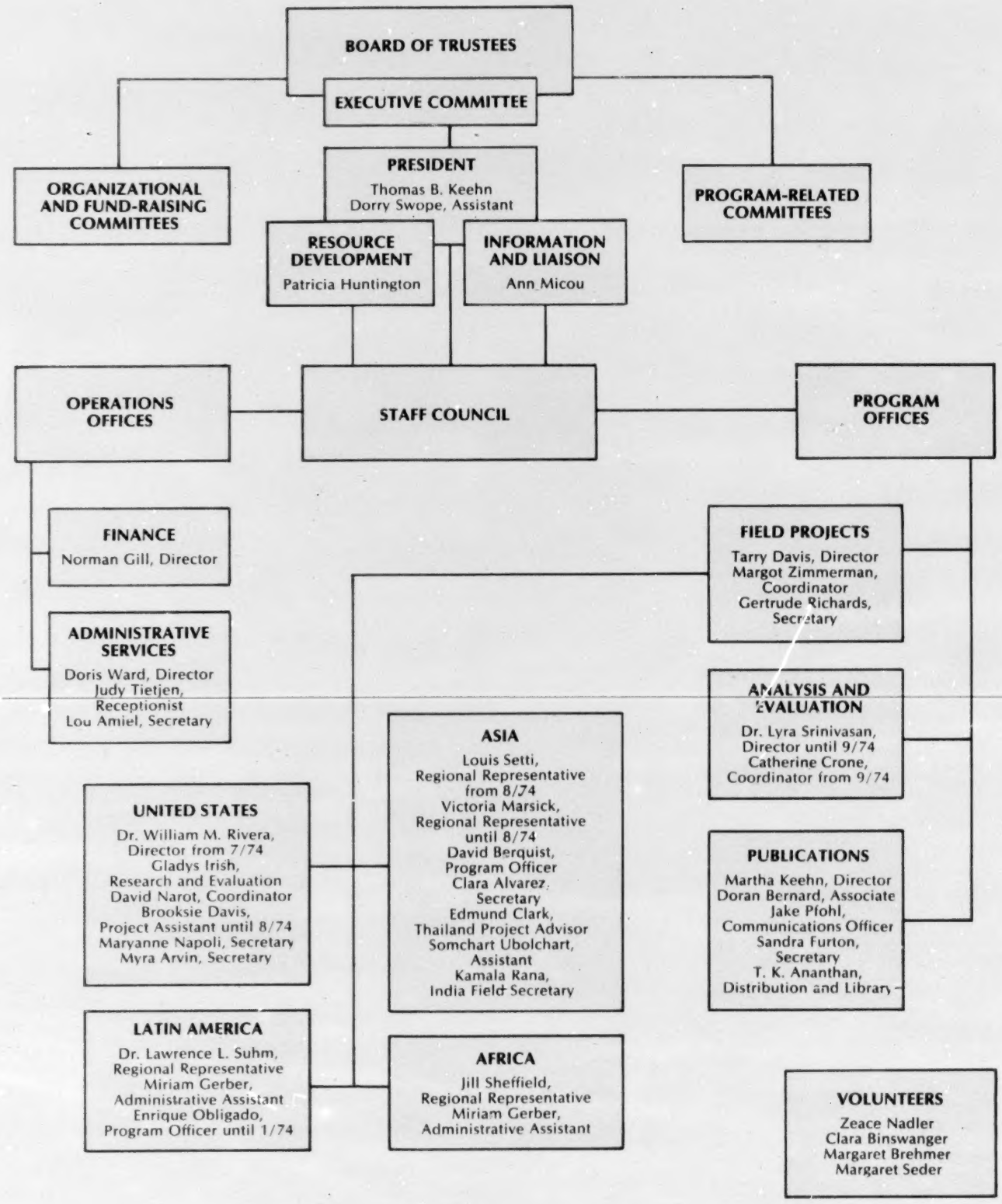
This contract was entered into by World Education and the Bangladesh Rural Advancement Committee with funds provided by OXFAM. It provides for reimbursement of allowable project costs up to the maximum provided by the contract.

The contract which promotes functional education programs in Bangladesh covers the period May 1, 1974 to January 31, 1976 in the total amount of $26,047. At June 30, 1974, approximately $23,400 remains available under this contract.

NOTE 8 — Lease Commitments:

At June 30, 1974, World Education was obligated under a lease, expiring August 31, 1976, providing for annual base rental of approximately $38,000.

STAFF



World Education has a highly qualified professional staff and utilizes doctoral and graduate students as well as other young people as staff. This combination assures a vigorous, imaginative, and exciting organization. —Evaluation Report

INTERAGENCY LINKAGES

Donor Agencies

Adult Education Association: Washington, D.C.
American Council of Voluntary Agencies for Foreign Service: New York, New York
American Freedom from Hunger Foundation: Washington, D.C.
American Home Economics Association: Washington, D.C.
The Asia Foundation: San Francisco, California
Canadian International Development Agency: Ottawa, Canada
Center for International Education, University of Massachusetts: Amherst, Massachusetts
Community Development Foundation: Norwalk, Connecticut
East-West Communication Institute: Honolulu, Hawaii
Family Planning International Assistance: New York, New York
The Ford Foundation: New York, New York
Inter-American Literacy Foundation: Washington, D.C.
Intermedia: New York, New York
International Cooperative Alliance: London, England
International Council on Adult Education: Toronto, Canada
International Council for Educational Development: New York, New York
International Council of Social Welfare: Nairobi, Kenya
International Council of Voluntary Agencies: Geneva, Switzerland
International Planned Parenthood Federation: London, England
Laubach Literacy: Syracuse, New York
Methodist Board of World Missions: New York, New York
Noyes Foundation: New York, New York
Oxfam: Oxford, England
Pathfinder Fund: Boston, Massachusetts
Population Council: New York, New York
Population Council of India: New Delhi, India
Population Reference Bureau: Washington, D.C.
Swedish International Development Authority: Stockholm, Sweden
U.S. Agency for International Development: Washington, D.C.
U.S. State Department Advisory Committee on Foreign Aid: Washington, D.C.
U.S. Department of Health, Education, and Welfare: Washington, D.C.
World Assembly of Youth: Brussels, Belgium
World Literacy of Canada: Toronto, Canada
World Neighbors: Oklahoma City, Oklahoma

Partner Agencies in the Field

ASIA

Bangladesh

Bangladesh Rural Advancement Committee: Dacca
Ministry of Rural Development and Cooperatives: Dacca

India

Bharatiya Grameen Mahila Sangh: Indore
The India Literacy Board: Lucknow
Literacy House: Lucknow
Literacy House: Hyderabad
Council for Social Development: New Delhi

Indonesia

Directorate of Community and Adult Education: Jakarta
National Family Planning Coordinating Body: Jakarta
National Population Education Project: Jakarta

Iran

Ministry of Health: Tehran
International Institute for Adult Literacy Methods: Tehran

Malaysia

Federal Land Development Authority: Kuala Lumpur
Malaysian Trade Union Congress: Kuala Lumpur
Inter-Governmental Coordinating Committee: Kuala Lumpur
Ministry of Rural Economic Development: Kuala Lumpur
National Family Planning Board: Kuala Lumpur

Nepal

Division of Adult Education: Kathmandu
Nepal Women's Organization: Kathmandu

Philippines

Bureau of Public Schools: Manila
Philippines Rural Reconstruction Movement: Nueva Ecija
Family Planning Organization: Manila

Thailand

Ministry of Education: Bangkok

LATIN AMERICA

Colombia

Profamilia: Bogota
~~Acción Cultural Popular: Bogota~~
Spillman Project: Cali

Costa Rica

Costa Rican Demographic Association: San Jose
Ministry of Education: San Jose

Ecuador

Ministry of Education: Quito
Family Planning Association: Quayaquil
Ministry of Public Health: Quito

Honduras

Honduran Family Planning Association: Tegucigalpa
Ministry of Education: Tegucigalpa
National Association of Campesinos: San Pedro Sula

AFRICA

Ethiopia

Family Guidance Association: Addis Ababa
Ethiopian Women's Welfare Association: Addis Ababa
Haile Selassie I University: Addis Ababa

Ghana

Department of Social Welfare and Community Development: Accra
National Family Planning Program: Accra

Kenya

Institute of Adult Studies: Nairobi

Lesotho

Family Planning Association: Maseru

Tunisia

Ministry of Social Affairs: Tunis
Family Planning Institute: Tunis

NORTH AMERICA

Adult Education Center: East Orange, New Jersey
Adult Learning Center: Trenton, New Jersey
Human Resources Development Center: Tuskegee, Alabama
National Association of Black Adult Educators: Washington, D.C.
Rutgers University: New Brunswick, New Jersey
University of Texas: Austin, Texas
Syracuse University Research Corporation: Syracuse, New York
Center for Adult Education, Teacher's College, Columbia University: New York, New York

United Nations Agencies

Food and Agriculture Organization: Rome, Italy
FAO/Planning for Better Family Living: Nairobi, Kenya
FAO/Planning for Better Family Living: Bangkok, Thailand
International Labor Organization: Geneva, Switzerland
ILO Regional Office — Asia: Bangkok, Thailand
Economic and Social Council: New York, New York
Economic Commission for Asia and Far East: Bangkok, Thailand
Economic Commission for Africa: Addis Ababa, Ethiopia
Office of Public Information: New York, New York
United Nations Development Program: New York, New York
United Nations Educational, Scientific and Cultural Organization: Paris, France
United Nations Fund for Population Activities: New York, New York
United Nations Children's Fund: New York, New York
World Health Organization: Geneva, Switzerland

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Dr. Jack Mezirow
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Columbia University
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University of Lagos
Lagos, Nigeria

Mohd. Fadzil Yunus
Federal Land Development Authority
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—Evaluation Report

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Ecuador, Thailand

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